DOCUMENT RESUME

ED 206 782 UD 021 649

AUTHOR Rex, Buck R.
TITLE Evaluation Report for the District 30 Title VII Bilingual Program, 1980-1981.
INSTITUTION Community School District 30, Queens, N.Y.
SPONS AGENCY Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
BUREAU NO 5001-17601; 5001-17602
PUB DATE Jul 81
GRANT G008005519
NOTE 42p.; For a related document see ED 191 971.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Achievement Gains; *Bilingual Education; Chinese Americans; Class Organization; Curriculum Development; Elementary Secondary Education; *English (Second Language); Greek Americans; Hispanic Americans; Italian Americans; *Program Effectiveness; *Program Evaluation; *Second Language Instruction; Staff Development; Teaching Methods; Textbook Selection
IDENTIFIERS Bilingual Education Act 1968; New York (Queens)

ABSTRACT

This is an evaluation report on a Title VII bilingual program that was conducted in Community School District 30, Queens, in New York City during 1980-81. The report states that the program served pupils of limited English capacity whose native languages were Greek, Chinese, Italian, and Spanish. The program's goals, activities and structure are described, and the texts used for each language group are listed. Program objectives which are evaluated include progress in oral language proficiency in English, native language proficiency, and mathematics, science, and social studies proficiency. It was expected that 60 percent of the students would progress beyond what could be expected without the program. Test scores show student achievement met these objectives. The report provides analysis of classroom environment in a section devoted to on-site observations. In addition, various staff development efforts are outlined, and the involvement of parents in language workshops and general school activities is discussed. The report judges the district's program to be highly successful and states that all proposed goals have been achieved. Several recommendations for program improvement conclude the evaluation. (APM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED206782

EVALUATION REPORT

for the

DISTRICT 30 TITLE VII BILINGUAL PROGRAM

1980-81

An evaluation of Community School District 30, Queens, Title VII, Federal Bilingual Program Project Number 5001-17601, Grant Award G-008005519, Training Component 5001-17602 performed under contract with the Board of Education of the City of New York for the 1980-81 school year.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Submitted to:

COMMUNITY SCHOOL DISTRICT 30

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Buck R. Rex
Educational Evaluation Agency
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Submitted by:

BUCK R. REX
EDUCATIONAL EVALUATION AGENCY
2 Cherry Lawn Lane
Northport, New York 11768
July 1981

UD021649

TABLE OF CONTENTS

Chapter		Page
I	Program Description	1
II	Evaluation Findings	8
	Evaluator's View of the Program in Operation	8
	Objectives Related to Pupils' Programs	9
	Objectives I and II	9
	Objective III	14
	Objective IV	18
	Objective V	23
	Classroom Observations	27
	Teacher Training	32
	Parent Activities	33
	Overall Evaluation	36
	Recommendations	37

LIST OF TABLES

Table		Page
I	Mean Scores on the Basic Inventory of Natural Language by Grade Level with t-Ratio and Level of Significance - Spanish and English	11
II	Mean Scores on the Basic Inventory of Natural Language by Grade Level with t-Ratio and Level of Significance - Greek and English	12
III	Mean Scores on the Basic Inventory of Natural Language by Grade Level with t-Ratio and Level of Significance - Chinese and English - Italian and English	13
IV	Results of Program Teachers' Ratings of Children's Progress in Mathematics by Grade Levels with t-Ratio and Level of Significance for Each Group - Spanish and Results of Pre and Post Scores on MAT	15
V	Results of Program Teachers' Ratings of Children's Progress in Mathematics by Grade Levels with t-Ratio and Level of Significance for Each Group - Greek and Results of Pre and Post Scores on MAT	16
VI	Results of Program Teachers' Ratings of Children's Progress in Mathematics by Grade Levels with t-Ratio and Level of Significance for Each Group - Chinese and Italian & Results of Pre and Post Scores MAT	17
VII	Results of Program Teachers' Ratings of Children's Progress in Social Studies and Science by Grade Levels with t-Ratio and Level of Significance for Each Group - Spanish Children	20
VIII	Results of Program Teachers' Ratings of Children's Progress in Social Studies and Science by Grade Levels with t-Ratio and Level of Significance for Each Group - Greek Children	21
IX	Results of Program Teachers' Ratings of Children's Progress in Social Studies and Science by Grade Levels with t-Ratio and Level of Significance for Each Group - Chinese and Italian Children	22
X	Results of Program Teachers' Ratings of Children's Participation in Classroom Activities both Pre and Post with t-Ratio and Level of Significance by Grade Level	24
XI	Results of Program Teachers' Ratings of Children's Participation in Extra-Curricular Activities Available at School both Pre and Post with t-Ratio and Level of Significance by Grade Level	25

CHAPTER I

PROGRAM DESCRIPTION

The 1980-1981 school year is the first year of a new program in Bilingual Education funded under Title VII of ESEA. The project is designed to provide instruction to pupils of limited English proficiency who have never been served under this act before. These children are severely handicapped by their inability to communicate in English and require extensive instructional services.

The plan (which was accomplished) was to offer top quality bilingual programs in ten bilingual magnet public schools and one non-public school. These schools have an ever increasing influx of immigrant and first generation American pupils of limited English ability whose home language is Chinese, Greek, Italian and Spanish. Title VII bilingual programs were offered in Chinese at one school; in Italian at one school; in Greek in five schools and in Spanish at five schools.

District 30 had as its goal the establishment of an exemplary individualized program of instruction in the four languages for the District's limited English proficiency students. The bilingual program was set up to ensure that target LEP children within the District would become functionally literate in the English language while maintaining their dominance in their native language. It is hoped that these target students will quickly achieve competency in English and that within the span of the program they will be able to take full advantage of all the educational opportunities offered within the District. It is further hoped that program students will become functionally bilingual with an accompanying

positive self-image and pride in their native language and culture.

The immediate goal of the program is to enable target pupils in four language groups to gain full competency in English through participation in a comprehensive bilingual program. The uniqueness of this program is two-fold. First, it is in reality a multilingual program incorporating the Spanish, Greek, Italian, Mandarin/Cantonese and English languages. Second, it will attempt to utilize individualization of instruction in order to meet every child's individual needs.

Target pupils in the target languages were diagnosed and individual prescriptions were developed for them to meet their specific needs.

The eleven schools involved had self-contained classes and semi-self-contained classes at the elementary school level and at the junior high school level the junior high school departmentalized program was followed, with the TESL teacher giving the target pupils English as a second language and the Greek bilingual teacher giving them instruction in Greek language arts and the major substantive areas.

The Title VII program provided intensive instruction in listening, speaking, reading and writing skills in both the pupil's dominant language (Spanish, Greek, Italian, Mandarin/Cantonese) and in English as a second language. Besides the teaching of the native language arts and English as a second language instruction, priorities were given to teaching math and the other major subject areas such as science and social studies in the child's dominant language. This was accomplished by forming self-contained bilingual classes in the primary grades and as children acquired some proficiency in English they were placed in bilingual semi-self-contained

classes in the middle and upper grades as needed.

In the self-contained classes the target children were with the bilingual teacher the entire day and received instruction from him/her with the aid of the bilingual paraprofessional, and the assistance of the Title VII bilingual resource teacher.

In the semi-self-contained classes, the target children spent half the day, five days a week with the bilingual teacher, where they received instruction in listening, speaking, reading and writing skills in both the pupil's dominant language and English as a second language as well as instruction in math, science and social studies in the dominant language. The other half of the day the children spent in a monolingual classroom where they spent time with other English speaking children in order to avoid isolation and segregation from their peers.

The Title VII bilingual resource teachers had many and varied functions. They came in contact with various aspects of the educational community and served as a liaison for parents and the target school, conducting ESL workshops for the schools' non-English speaking parents. The bilingual resource teachers worked directly with parents of the target pupils communicating to them the goals and objectives of bilingual education as well as the specific goals of the Title VII project.

In addition, the resource teachers were responsible for evaluating and assessing currently existing bilingual and ESL materials for the target pupils as well as ordering appropriate materials for the school's program.

In order for students with limited English proficiency to be deemed eligible for the program the resource teachers assisted the school's LAB testing. In addition, they assisted the classroom bilingual teacher in the

specific testing procedures of Title VII target pupils.

The resource teachers offered in-service training to the District's bilingual staff, where the Supervisor of Bilingual Education determined need for such training. Within the target schools, the Resource Specialist was responsible for assisting the bilingual teacher in diagnosing students' needs and in prescribing suitable individualized programs. To meet these needs individualising instruction entailed the establishment of instructional areas such as media corners, learning stations, interest centers, magic carpet areas, games tables and in addition, trained the students to respond to this educational concept. This program included the development of certain materials to be used in this environment: contract activity packages, programmed instruction sequences, multisensory instructional packages in the students' dominant language as well as tactual and kinesthetic resources. Inherent to the concept of individualization was designing small group techniques such as circle of knowledge, team learning and brain storming.

In addition, some of the resource teachers made on-site visits to other programs throughout the city to assess various techniques and materials for individualisation of instruction that could be adapted to a bilingual mode of instruction and could be applied to the Title VII target classes. Some attended conferences and exhibits of materials for the purpose of gaining valuable insights for the target pupils.

The bilingual resource specialists began individualising instruction in each of the academic areas including ESL. They initiated this process by first designing small group instructional techniques. These included circle of knowledge, team learning and brainstorming. Then the resource

specialists assisted the bilingual teacher to redesign the classroom so as to accommodate the various instructional areas.

The three basic methods of individualizing instruction used were contract acitivity packages (CAP), programmed instruction, and multi-sensory instructional packages. The CAP permits individual pacing so that a student may learn as quickly or slowly as he/she is able to master the material. Each learner works independently, but may, by choice team up with classmates who can pace themselves similarly. CAPS also are designed so that students are able to function on the academic level most suitable to them.

A second basic method used for individualizing instruction was to program instructional material so that it may be learned in small, simple steps without the direct supervision of an adult.

A third basic method used for individualizing instruction was the instructional package. The instructional package appeals to students who work independently and it is self-corrective, therefore, the package meets the needs of learners on several academic levels. The packages do not take up much classroom space, and they are particularly well suited to home study.

Materials which were suitable for District 30's bilingual program were reevaluated, reassessed, and recommended by the Supervisor of Bilingual Education, the Title VII resource teachers, as well as the classroom bilingual teachers.

In teaching English as a Second Language, in addition to audiovisual materials and teacher-made materials, the following were used in the Spanish, Greek, Italian, and Chinese components and were found to be excellent.

Introducting English published by Houghton, Miffin Co.

English Around the World published by Scott, Foresman, Lado English Series, English Self-Taught, Beginning Lessons in English, Second Book in English, English Step by Step published by the Regents Publishing Co., Basic Vocabulary Stage 1-4 published by Educational Teaching Aids.

In the Spanish component of the program the recommended content area materials which were used during this year and found to be very good are the following materials: Matematica Para la Educacion Primaria, published by Fondo Educativo Interamericano; The Herman and Nina Schneider Science Series as well as several series of filmstrips developed by the Bilingual Education Services and entitled General Science Series and Science Series; Social Studies Series in Spanish published by the Benefic Press. Some of the filmstrips used were the Classical Fable Series in Spanish and the A B C Series put out by the Bilingual Educational Services. In addition, there were numerous story books in Spanish which were used in the bilingual classroom.

In the Greek component of the program, the Greek materials for Science, Math and Social Studies developed by District 30's Greek bilingual curriculum project as well as those developed by the Northeast Center for Curriculum Development were extensively used. Audiovisual materials which were used during the previous years and those recommended are: The "Argo" Greek filmstrips series and a series of children's records with stories and songs as well as other materials published here and in Greece.

In the Italian component of the program the Science, Math and Social Studies Curriculum materials prepared by District 30's Italian bilingual

curriculum project and those prepared by the Northeast Center for Curriculum Development were used. Other books used in the Italian component were: Primo Dicionario, by Arnoldo Mondadori, Editore; Cuore, Edmondo De Amicis; La Sirenetta e altre fiage-Bietti; Pinocchio, Collodi Cappuccetto Rosso, Rerrault, and other materials published in this country and in Italy.

In the Chinese component of the program some of the sample books used this year were:

Chinese New Lessons - By Gordon Lew, Book I.

Golden Mountain Reading Series - by Robert Sung, Levels 1, 2, 3, 4, 5.

Golden Mountain Reading Series - Writing Workbook 1,2,3.

Chinese Cultural Resource Book - by Irene Kwok

Loh's Introduction to Chinese - Reader - Books 1,2,3,4.

The Fables in Chinese - Babel/Basta

1. The Fat Hens and Skinny Chickens
2. The wise Turtle
3. The Little Fibbing Shepherd
4. The Donkey and the Fox
5. Who will place the rattle on the cat's neck?

Audiovisual aids and materials are essential in a good bilingual program. Audiovisual equipment and materials which were used in the bilingual classes included the following: Tape recorders and tapes, Phonograph and records, Overhead projectors, Opaque projectors, Flat pictures, Television sets, and acetates.

In all four programs the students' culture was included as a normal part of the curriculum. Culture was particularly stressed during the Language

Arts and Social Studies periods. A variety of materials designed to develop skills and enhance self-image were utilized.

CHAPTER II

EVALUATION FINDINGS

The evaluator visited each of the eleven Title VII schools three times during the school year. During these visits he observed the instructional program, interviewed all of the bilingual resource teachers and bilingual teachers, and talked with the principals and/or assistant principals about the programs. The evaluator also visited the district office several times to discuss the program's operations with staff members and the Project Director, as well as to attend two training sessions for program personnel, and a meeting of the Bilingual Advisory Council. The evaluation study was conducted smoothly and according to plan with full cooperation from all those in the schools and the district office.

EVALUATOR'S VIEW OF THE PROGRAM IN OPERATION

The evaluator was most favorably impressed with the smooth operation of the program in each school, especially in view of some of the necessary personnel changes. Teachers were found to be working harmoniously and efficiently toward attaining the over-all objective of the students becoming literate and educated in basic curriculum areas, while learning English as a Second Language as well as strengthening their dominant language. At the time of the final visit, the quality and experience of the staff observed and interviewed was very good, and the leadership and support provided by District 30 Bilingual staff excellent.

The facilities were adequate or better in all eleven schools. The rooms were attractive and decorated in ways to enhance the learning process.

OBJECTIVES RELATED TO PUPILS' PROGRESS

OBJECTIVE I

It is expected by the end of the school year that at least 60% of the students involved in the program will have progressed in their oral language proficiency in English beyond that expected without the program.

OBJECTIVE II

It is expected that by the end of the school year at least 60% of the students involved in the program will have progressed in their native language proficiency beyond that expected without the program.

The Basic Inventory of Natural Language, a language assessment system, was administered at the beginning of October and again in late April and May. This test gives a series of scores which become the language profile for each student. The scores in the tables reflect the total number of words used by the student during the sampling as well as indicate the ability to use the vocabulary, structures, and forms in both languages. In the tables used for evaluation, the pre and post recorded scores are for Level of Complexity (command of the structures of the language, including the use of modifiers, phrases, and clauses). This instrument was selected because it measures language dominance and serves as a language diagnostic instrument for the Spanish dominant, Greek dominant, Chinese dominant, Italian dominant children. It also measures language dominance in English, Spanish, Greek, Chinese, and Italian, and establishes degree of command of these languages.

Differences between pre and post-test scores were calculated and a t-test was computed to determine if 60% of the students had progressed to a level of significance of .05 or better.

The following Tables I, II, and III record by grade level the number of participating children, the pre and post-test Level of Complexity, the t-test computation, and the Level of Significance for each group. Table I is for both Spanish and English; Table II is for both Greek and English; Table III is for Chinese and English and Italian and English.

Of the participating Spanish children tested, 100% were in groups whose post-test means were significantly higher than the pre-test means in English and Spanish.

Of the participating Greek children tested 98% were in groups whose post-test means were significantly higher than the pre-test means in English and Greek.

Of the participating Chinese and Italian children tested 100% were in groups whose post-test means were significantly higher than the pre-test means in English and Chinese and Italian.

Upon close examination of Tables I, II, and III it can be noted that the value of t is usually greater for gains in English than for the native language. Most groups achieved at the .01 level of significance, above the .05 expectation in the Title VII Program. Of the twenty-four grade level groups tested and calculations made, 92% were found to have a level of significance of .01 in gains in English, and only 58% in gains in the native language.

There may be reasons for this difference which do not reflect any weakness of the program or the program staff. The BINL is not an objective test, and the reason for the post-tests in some cases scoring lower than the pre-tests could have been that the same person did not administer and score the two.

TABLE I

Mean Scores on the Basic Inventory of Natural Language by Grade Level with t-Ratio and Level of Significance - Spanish and English

Spanish

Grade	Number	Pretest Mean	Posttest Mean	t-Ratio	Level of Significance
K	81	30.1	42.5	9.4	.01
1	77	44.0	49.9	3.5	.01
2	51	44.9	58.0	4.8	.01
3	60	47.8	55.0	3.1	.01
4	37	46.3	52.1	2.2	.05
5	53	49.0	54.3	2.4	.05
6	20	47.7	63.3	3.9	.01

English

K	81	16.6	44.8	15.1	.01
1	77	28.8	59.8	13.1	.01
2	51	34.2	61.2	9.1	.01
3	60	31.7	66.9	12.8	.01
4	37	32.8	62.7	7.5	.01
5	53	28.2	52.5	7.3	.01
6	20	38.4	74.9	7.1	.01

TABLE II

Mean Scores on the Basic Inventory of Natural Language by Grade Level with t-Ratio and Level of Significance - Greek and English

Greek

Grade	Number	Pretest Mean	Posttest Mean	t-Ratio	Level of Significance
K	52	26.0	35.0	4.5	.01
1	80	31.8	40.8	8.8	.01
2	24	31.0	43.0	3.7	.01
3	15	44.4	51.6	3.0	.01
4	9	55.3	63.8	4.3	.01
5	4	50.0	52.0	.5	NS
6	6	62.0	82.0	2.8	.05
7	14	83.0	99.2	3.8	.01
8	25	75.0	93.0	4.7	.01
9	21	86.0	101.0	2.9	.01

English

K	52	16.4	38.4	8.9	.01
1	80	37.4	52.9	10.9	.01
2	24	29.5	58.0	5.8	.01
3	15	43.6	65.6	4.7	.01
4	9	47.0	72.5	2.9	.05
5	4	50.0	64.0	1.2	NS
6	6	28.0	68.0	4.9	.01
7	14	76.0	113.7	4.3	.01
8	25	83.0	104.6	4.4	.01
9	21	75.7	115.7	4.3	.01

TABLE III

Mean Scores on the Basic Inventory of Natural Language by Grade Level with t-Ratio and Level of Significance - Chinese and English - Italian and English

Grade	Number	Pretest Mean	Posttest Mean	t-Ratio	Level of Significance
		Chinese			
1-2-3	7	45	51	3.5	.05
4	6	56	62	2.5	.05
5-6	6	55	63	4.8	.01
		English			
1-2-3	7	25	62	7.6	.01
4	6	26	65	8.7	.01
5-6	6	26	59	4.8	.01
		Italian			
K	8	14.8	23.9	2.40	.05
1	13	10.7	18.8	2.3	.05
2-3	7	20.7	39.6	2.4	.05
4-5	5	24.0	46.0	2.5	.05
		English			
K	8	17.8	38.3	4.45	.01
1	13	11.5	44.0	7.9	.01
2-3	7	9.0	57.8	7.6	.01
4-5	5	7.0	62.6	11.6	.01

The contrast in gains between pre and post-tests for English and the native language might also be found in the greater attention being given the ESL portion of the program than improving the native language.

The expectations of Objectives I and II were clearly met.

OBJECTIVE III

It is expected by the end of the school year that at least 60% of the children involved in the program will progress in Mathematics beyond that expected without the program, due to instruction in these areas in the subjects' dominant language.

Data collection included pre and post test scores on the MAT for 100% of the pupils who meet the criteria of Program Sample in the subject areas of Mathematics. In addition, results of program teachers' ratings of children's progress in Mathematics by grade levels are included.

Differences between pre and post MAT test scores and teacher ratings will be calculated and a t-test will be computed for both instruments to determine if 60% of the students involved in the program will have progressed as expected. Significance will be assessed at the .05 level.

Tables IV (Spanish), V (Greek), and VI (Chinese and Italian) record by grade level the number of participating children, the pre and post average ratings by program teachers, and the pre and post average test scores on the MAT. The t-tests were calculated to determine if the expected levels of significance were achieved from both teacher ratings and the MAT.

TABLE IV

Results of Program Teachers' Ratings of Children's Progress in Mathematics by Grade Levels with t-Ratio and Level of Significance for Each Group

Spanish

		Area #1 Ability to Comprehend Concepts				Area #2 Ability to Apply Concepts			
Grade	Number	Pre Rating	Post Rating	t	Level of Sig	Pre Rating	Post Rating	t	Level of Sig
K	85	2.1	3.7	14.5	.01	2.1	3.7	14.5	.01
1	83	2.3	3.4	4.1	.01	1.7	3.4	16.5	.01
2	53	2.4	3.6	8.2	.01	2.4	3.6	8.2	.01
3	71	2.8	3.8	11.1	.01	2.8	3.7	10.1	.01
4	47	2.7	3.7	9.9	.01	2.7	3.7	9.9	.01
5	54	2.5	3.4	9.1	.01	2.5	3.4	9.3	.01
6	25	2.4	3.7	7.3	.01	2.4	3.8	10.7	.01

Results of Pre and Post Average Raw Scores on the MAT in Mathematics by Grade Levels with t-Ratio and Level of Significance for Each Group

Grade	Number	Pre	Post	t	Level of Significance
K	80	3	15	37.0	.01
1	76	7	14	18.5	.01
2	46	11	18	9.9	.01
3	51	28	48	14.4	.01
4	39	35	55	13.3	.01
5	48	30	48	14.6	.01
6	22	46	62	10.2	.01

TABLE V

Results of Program Teachers' Ratings of Children's Progress in Mathematics by Grade Levels with t-Ratio and Level of Significance for Each Group

Greek

		Area #1 Ability to Comprehend Concepts				Area #2 Ability to Apply Concepts			
Grade	Number	Pre Rating	Post Rating	t	Level of Sig	Pre Rating	Post Rating	t	Level of Sig
K	53	1.3	2.8	20.6	.01	1.3	2.8	20.6	.01
1	80	1.8	3.2	21.2	.01	1.7	3.1	19.1	.01
2	25	1.8	2.9	14.8	.01	1.8	2.9	14.8	.01
3	15	2.3	3.3	10.0	.01	2.3	3.3	10.0	.01
4	9	2.4	3.6	10.0	.01	2.6	3.7	10.0	.01
5	4	1.8	3.3	5.2	.05	2.2	3.5	5.0	.05
6	7	2.6	3.4	6.0	.01	2.4	3.3	6.0	.01
7	11	2.5	3.6	6.1	.01	2.4	3.4	4.7	.01
8	24	2.3	3.3	10.5	.01	2.2	3.4	10.4	.01
9	23	2.9	3.7	10.2	.01	2.8	3.6	10.2	.01

Results of Pre and Post Average Raw Scores on the MAT in Mathematics by Grade Levels with t-Ratio and Level of Significance for Each Group

Grade	Number	Pre	Post	t	Level of Significance
K	52	2	11	21.4	.01
1	80	8	14	15.4	.01
2	25	10	15	9.1	.01
3	15	32	42	4.6	.01
4	9	54	58	2.4	.05
5	4	36	55	4.6	.01
6	6	33	55	8.0	.01
7	10	47	52	1.4	NS
8	20	43	52	4.0	.01
9	21	53	59	5.1	.01

TABLE VI

Results of Program Teachers' Ratings of Children's Progress in Mathematics by Grade Levels with t-Ratio and Level of Significance for Each Group

		Area #1 Ability to Comprehend Concepts				Area #2 Ability to Apply Concepts			
Grade	Number	Pre Rating	Post Rating	t	Level of Sig	Pre Rating	Post Rating	t	Level of Sig
				Chinese					
1-2-3	7	1.7	3.6	13.	.01	1.4	3.0	5.3	.01
4	6	1.5	4.0	7.3	.01	1.5	3.6	3.6	.05
5-6	6	2.1	3.8	5.0	.01	2.0	4.0	4.5	.01
				Italian					
1	13	1.8	2.5	3.3	.01	1.8	2.5	3.3	.01
2-3	7	2.9	3.7	3.2	.05	2.9	3.7	3.2	.05
4-5	5	2.0	3.2	3.2	.05	2.0	3.2	3.2	.05

Results of Pre and Post Average Raw Scores on the MAT in Mathematics by Grade Levels with t-Ratio and Level of Significance for Each Group

Grade	Number	Pre	Post	t	Level of Significance
			Chinese		
1-2-3	7	28	37	3.7	.01
4	6	47	61	4.2	.01
5-6	6	58	67	4.1	.01
			Italian		
1	13	6	11	7.0	.01
2-3	7	26	33	3.4	.05
4-5	5	26	42	4.9	.01

Of the participating Spanish, Chinese and Italian children, 100% were in groups whose post-mean ratings by program teachers and post-test scores on the MAT were significantly (.05 or better) higher than the pre-mean ratings and scores in Mathematics.

Of the participating Greek children, 100% were in groups whose post-mean ratings by program teachers were significantly (.05 or better) higher than the pre-mean ratings. On the MAT, 96% were in groups whose post-test scores were significantly higher than the pre-test scores.

The expectations of Objective III were clearly met.

OBJECTIVE IV

It is expected by the end of the school year that at least 60 percent of the children involved in the program will progress in Science and Social Studies, beyond that expected without the program, due to instruction in these areas in the subjects' dominant language.

Bilingual teachers examined their records and completed a rating scale for pupil performance pre and post in Social Studies and Science. They were asked to indicate the performance of the children in two areas: Area 1 - Ability to comprehend concepts embodied in the lesson as evidenced by attentiveness in class, response to questions about material and raising questions which logically follow from an understanding of the concepts. Area 2 - Ability to apply concepts embodied in the lesson as evidenced by completeness and accuracy of written assignments and capability of explaining concepts to others. For assessment the following scale was used:

1 - low performance
2 - below average performance
3 - average performance
4 - above average performance
5 - high performance

To determine assessments of programs differences between pre and post average, ratings by grade level were calculated to determine gain and t-tests were calculated for each group. Table VII is for the Spanish children; Table VIII if for the Greek children; Table IX is for the Chinese and Italian children.

Of the participating Spanish, Chinese and Italian children rated, 100% were in groups whose post mean ratings were significantly (.05 or better) higher than the pre-test mean ratings in Social Studies and Science.

Of the participating Greek children rated, 99% were in groups whose mean ratings were significantly (.05 or better) higher than the pre-test mean ratings in Social Studies and Science.

The expectations of Objective IV were clearly met.

TABLE VII

Results of Program Teachers' Ratings of Children's Progress in Social Studies and Science by Grade Levels with t-Ratio and Level of Significance for Each Group.

Spanish

Social Studies

		Area #1 Ability to Comprehend Concepts				Area #2 Ability to Apply Concepts			
Grade	Number	Pre Rating	Post Rating	t	Level of Sig	Pre Rating	Post Rating	t	Level of Sig
K	85	2.3	3.4	18.4	.01	2.2	3.8	18.1	.01
1	83	2.2	3.2	5.9	.01	2.0	3.1	4.1	.01
2	53	2.0	3.3	7.9	.01	2.0	3.2	8.4	.01
3	71	2.5	3.7	12.9	.01	2.5	3.6	10.8	.01
4	47	2.7	3.7	10.4	.01	2.7	3.7	9.8	.01
5	54	2.4	3.4	9.7	.01	2.4	3.4	10.	.01
6	25	2.4	3.7	7.1	.01	2.4	3.8	9.1	.01

TABLE VIII

Results of Program Teachers' Ratings of Children's Progress in Social Studies and Science by Grade Levels with t-Ratio and Level of Significance for Each Group.

Greek

Social Studies

		Area #1 Ability to Comprehend Concepts				Area #2 Ability to Apply Concepts			
Grade	Number	Pre Rating	Post Rating	t	Level of Sig	Pre Rating	Post Rating	t	Level of Sig
K	53	1.2	2.8	19.5	.01	1.2	2.8	20.8	.01
1	80	1.8	3.1	18.0	.01	1.7	3.1	18.1	.01
2	25	1.7	2.9	9.3	.01	1.9	2.9	12.2	.01
3	15	2.3	3.3	6.9	.01	2.3	3.3	10.0	.01
4	9	2.2	3.4	8.3	.01	2.2	3.4	8.3	.01
5	4	1.8	3.3	5.2	.05	1.8	3.3	5.2	.05
6	7	2.7	3.4	3.9	.01	2.4	3.3	6.0	.01
7	11	2.5	3.5	7.9	.01	2.4	3.1	5.16	.01
8	24	2.3	3.4	12.2	.01	2.3	3.3	10.5	.01
9	23	3.2	4.0	7.9	.01	3.2	3.9	7.9	.01

Science

K	53	1.2	2.7	19.8	.01	1.2	2.7	19.8	.01
1	80	1.8	3.1	18.0	.01	1.7	3.1	19.1	.01
2	25	1.8	2.9	13.5	.01	1.9	2.9	11.4	.01
3	15	2.3	3.3	10.0	.01	2.3	3.3	7.9	.01
4	9	2.3	3.4	10.0	.01	2.3	3.4	10.0	.01
5	4	1.8	3.3	5.2	.05	2.0	3.3	5.0	.05
6	7	2.7	3.4	3.9	.01	2.6	2.9	1.6	NS
7	11	3.4	4.3	5.59	.01	3.3	3.9	4.2	.01
8	24	2.6	3.5	7.22	.01	2.6	3.3	5.4	.01
9	23	2.9	4.0	8.89	.01	3.1	3.9	10.2	.01

TABLE IX

Results of Program Teachers' Ratings of Children's Progress in Social Studies and Science by Grade Levels with t-Ratio and Level of Significance for Each Group.

Chinese

Social Studies

		Area #1 Ability to Comprehend Concepts				Area #2 Ability to Apply Concepts			
Grade	Number	Pre Rating	Post Rating	t	Level of Sig	Pre Rating	Post Rating	t	Level of Sig
1-2-3	7	1.1	3.1	6.5	.01	1.7	3.2	4.3	.01
4	6	1.5	4.0	7.3	.01	1.8	3.6	3.8	.01
5-6	6	1.3	3.5	7.1	.01	1.3	3.5	7.1	.01

Science

1-2-3	7	1.1	3.3	8.2	.01	1.1	3.1	9.1	.01
4	6	1.7	4.0	7.0	.01	1.7	3.6	3.9	.01
5-6	6	1.6	3.8	7.1	.01	1.3	3.3	6.5	.01

Italian

Social Studies

1	13	1.8	2.5	3.3	.01	1.8	2.5	3.3	.01
2-3	7	2.9	3.7	3.2	.05	2.9	3.7	3.2	.05
4-5	5	2.0	3.2	3.2	.05	2.0	3.2	3.2	.05

Science

1	13	1.8	2.5	3.3	.01	1.8	2.5	3.3	.01
2-3	7	2.9	3.7	3.2	.05	2.9	3.7	3.2	.05
4-5	5	2.0	3.2	3.2	.05	2.0	3.2	3.2	.05

OBJECTIVE V

It is expected by the end of the school year students who are reluctant because of their limited English proficiency to participate in classroom and school-wide activities will show greater participation as evidenced by the number of volunteers in school-wide activities such as assemblies, dance fetes, glee club, etc.

Program teachers completed rating forms for the children in their classes, rating their participation in classroom activities and extra-curricular activities available at school both in November and in May. The following scale was used: 1-never; 2-sometimes; 3-average number of times; 4-more than average; 5-much of the time.

To determine assessments of progress, pre and post-ratings by grade level were calculated to determine gain and t-tests were calculated for each group.

Table X reflects the program teachers' ratings of children related to their participation in classroom activities. Table XI shows the progress of the same children in extra-curricular activities available at school.

All (100%) of the Spanish, Greek, Chinese and Italian children were in groups whose post mean ratings were significantly (.05 or better) higher than the pre mean ratings related to participation in classroom activities. The same is true for participation in extra-curricular activities available at school. All the Title VII children were in groups whose post mean ratings were significantly (.05 or better) higher than the pre mean ratings.

The expectations of Objective V were clearly met.

TABLE X

Results of Program Teachers' Ratings of Children's Participation in Classroom Activities both Pre and Post with t-Ratio and Level of Significance by Grade Level

Spanish

Grade	Number	Pre-Rating	Post-Rating	t-Ratio	Significance
K	85	2.2	3.7	7.3	.01
1	83	2.2	3.8	4.4	.01
2	53	2.6	3.5	6.5	.01
3	71	2.9	3.9	6.1	.01
4	47	2.6	3.6	13.4	.01
5	54	2.0	3.4	11.9	.01
6	25	2.2	3.7	8.1	.01

Greek

K	53	1.3	2.9	21.8	.01
1	80	1.8	3.4	17.6	.01
2	25	2.0	3.2	10.4	.01
3	15	2.1	3.3	6.8	.01
4	9	2.3	4.0	5.0	.01
5	4	1.8	3.3	5.2	.01
6	7	2.4	3.4	7.6	.01
7	11	2.5	3.9	6.7	.01
8	24	3.1	4.1	9.5	.01
9	23	3.1	4.6	10.8	.01

TABLE XI

Results of Program Teachers' Ratings of Children's Participation in Extra-Curricular Activities Available at School both Pre and Post with t-Ratio and Level of Significance by Grade Level

SPANISH

Grade	Number	Pre-Rating	Post-Rating	t-Ratio	Significance
1	33	1.7	2.3	3.7	.01
2	53	2.0	2.8	5.6	.01
3	71	2.6	3.6	8.8	.01
4	28	2.0	2.6	4.4	.01
5	31	1.1	1.9	3.7	.01
6	14	1.4	2.4	2.6	.05

Greek

K	42	1.05	2.8	19.2	.01
1	59	1.4	2.9	15.8	.01
2	20	2.0	3.2	13.1	.01
3	12	2.2	3.1	7.4	.01
4	9	2.3	4.0	5.0	.01
5	4	1.8	3.3	5.2	.01
6	7	2.5	3.5	6.8	.01
7	11	2.3	3.9	12.2	.01
8	24	3.0	4.0	9.6	.01
9	23	3.1	4.6	9.6	.01

TABLE X (Con't)

Results of Program Teachers' Ratings of Children's Participation in Classroom Activities both Pre and Post with t-Ratio and Level of Significance by Grade Level

Chinese

Grade	Number	Pre-Rating	Post-Rating	t-Ratio	Significance
1-2-3	7	1.9	3.6	4.76	.01
4	6	1.8	4.2	7.0	.01
5-6	6	2.0	3.5	3.2	.05

Italian

K	10	2.0	3.3	6.1	.01
1	13	2.1	3.5	5.7	.01
2-3	7	2.9	4.9	5.2	.01
4-5	5	2.6	4.4	3.6	.05

TABLE XI (Con't)

Results of Program Teachers' Ratings of Children's Participation in Extra-Curricular Activities Available at School both Pre and Post with t-Ratio and Level of Significance

Chinese

Grade	Number	Pre-Rating	Post-Rating	t-Ratio	Significance
1-2-3	7	1.0	2.1	8.0	.01
4	6	1.3	2.7	3.2	.05
5-6	6	1.3	3.3	7.7	.01

Italian

K	10	2.0	3.3	6.1	.01
1	13	2.1	3.5	5.7	.01
2-3	7	2.9	4.9	5.2	.01
4-5	5	2.6	4.4	3.6	.05

CLASSROOM OBSERVATIONS

The results of the standardized tests and the teachers' ratings in the subject matter areas are significantly high; however, the evaluator places greater emphasis on what was observed during visits to the classroom and during this year was greatly pleased and impressed by what he observed during these classroom visitations. The adult-child relationship was superior which was reflected in the obvious happiness of the children. The obvious atmosphere of eagerness to learn was a direct result of the rapport established between the bilingual teachers and the program children. Attributable also is the teachers' utilization of specific techniques in teaching bilingual children and, probably more important, the teachers' concern and knowledge of each child's individual problems, both scholastic and personal. Another reason for success is the positive relationships with administration at the building level, and the close relationships with the parents. During question and answer periods, program children were always enthusiastic to recite, and eager to share their successes and their love of the program with the evaluator. They were also unselfish and eager to share and encourage success with fellow students.

Teachers in the program had obviously put forth great efforts to make their rooms attractive. They had arranged a decor that not only assured the children a pleasant place in which to work, but they had provided attractive decorations that contributed to the learning process. In every classroom the evaluator found attractive displays of children's work plus up-to-date seasonal exhibits. Days of the week, months of the year, colors, objects about the room, and everyday expressions were in permanent display

about the room in both (native language and English) languages. In addition to seasonal exhibits, there could be found timely displays built around birthdays of important American Presidents and any other holidays. There was always a generous display of materials related to the four cultures, Greek, Spanish, Italian, and Chinese.

With the different grade levels and the number of subject matter areas and language skills represented, it was remarkable to see the results of planning necessary to carry out a program in this complex situation. Many of the units observed were designed to be of interest and within the capabilities of more than one grade level. Following are brief outlines of some excellent units.

One of the fine units developed at the school with the bilingual Chinese children was one designed to provide an idenity with a community helper - the postman (mailman). The aim of the lesson was to learn the postman's function within the community, also to learn new vocabulary and use the words in context.

The procedures followed to develop this social studies lesson was to

1. Show objects such as postcards, letters, packages, papers, etc.
2. Students identify the objects and answer questions as; How many students have received them at home? Who brings them to us?

The teacher then shows a picture of the mailman, and lets the children describe his clothing and discuss his office (post office). Then have students tell the location of a post office near their home or school.

The teacher then shows seven pictures and tells the work of the postman. Students then are asked to tell the story referring to the seven pictures, arrange the pictures in sequence, and read from the chart. This is followed

by classwork prepared by the teacher; matching pictures and words, drawing picture of postman, mailtruck, mailbox, etc.

The evaluator observed a lesson at the junior high school level on the difference between the present and present progressive tenses of verbs. The most impressive aspect of this observation was the excellent rapport between the teenagers and the teacher who seemed especially equipped to work with junior high school pupils. The pupils seemed to be enjoying themselves and were eager to learn and did not complain when assigned a homework assignment of writing fifteen sentences each for the present and present progressives.

Another interesting lesson observed was on cause and effect. After a discussion of the two terms, and some examples given by the teacher, the children completed an exercise. Examples were 1. John is not at school because - he is sick - it is Monday. 2. Ann sees the sun because - it is night - it is day. 3. Mother changed the tire because - she was tired - it was flat.

In discussion the curriculum with one of the bilingual resource teachers (Spanish - works in two schools) she spoke of several areas that were used in her two schools and the following was selected as most interesting to present for this report - Teaching Science Through Cooking.

Much of the young children's scientific thinking grows directly out of experience. Cooking is an area of great excitement and interest to children.

The following is a partial list of different science concepts, questions and learnings which can be derived from the experience of cooking.

A. Changes
   1. Due to
      a. chemical/biochemical reastions - yeast, baking powder
      b. heat -

1. melting - ice cubes, jello, butter
2. solidifing - batter, dough, egg white

c. freezing
d. drying - dehydration, evaporation
e. water - added to oil, salt, sugar, flour, dried fruit
f. mixing, shaking
g. dissolving - sugar, salt

2. Changes of state
a. egg - cooked egg
b. apple - applesauce
c. margarine (solid) - margarine (liquid)
d. batter or dough (thick water mixture) - solid bread
e. gelatin (solid powder) - gelatin solution - gelled gelatin

3. Reversible/Irreversible
4. Identifying of changes of properties

B. Time
1. Measurement - egg timer, wind-up-timer, clock
2. Duration of events - Time needed for
a. cookies to bake
b. eggs to cook
c. bread to bake
d. bread to rise
e. cooling

C. Heat and temperature
1. Sensory - hot, warm, cold, etc.
2. Temperature needed in different recipes (temp. measures heat)
3. Effects of too high, too low temperatures
4. Warmth needed for rising bread
5. Removing heat necessary for cooling and freezing

D. Measuring
1. Volume
2. Capacity
3. Weighing
4. Counting
5. Estimating
6. More than, less than, enough equal, too much, not enough

E. Sensory Experiences - Description of Properties
1. Taste - sweet, sour, bitter, salty, etc. How does taste change due to preparation or cooking?
2. Smell - Does smell change during cooking? How does smell get from (cookies) to nose?
3. Tactile - Feeling of ingredients - before mixing, after mixing, before cooking, baking
4. Color changes, other visual changes
5. Sounds of change - popcorn

F. Recipes
1. Measuring - liquid measure, dry measure
2. Ratio and proportion
3. Recipe as formula
a. Items which can be substituted
b. Items which can't be substituted
c. Effect of substitutions - Predict

G. Nutrition
1. Processing - What happens to foods before we get them? Exs. Flours, sugars, oils, additives, preservatives, meat, eggs
2. Ingredients in prepared foods
3. Different ways to balance a diet
4. Real and potential dangers of sugar, additives, preservatives, processed foods
5. Representative foods of different cultures

A group of Italian first graders were observed during an ESL lesson. The children were given a sheet with pictures of twelve fruits and vegetables. In addition to naming each fruit and vegetable in both Italian and English, the children were required to verbalize with complete sentences such as, "I like apples."; "I had a banana yesterday."; "John loves cherries.", etc. The teacher in this setting was very sparkling and brought out the enthusiasm of the entire group of children.

During a visit to a kindergarten class in the fall, the evaluator was greatly impressed at the early progress made by the children, especially in the area of mathematics. They were capable of matching the written numbers 1, 2 and 3 with pictures of 1, 2 or 3 items.

The classroom observations are by far the most rewarding and pleasant aspect of an evaluation. The evaluator looks forward to each round of visits and the opportunity to be with teachers and children.

TEACHER TRAINING

Under Title VII Training Grant, Bilingual Staff and TESL were able to take courses at the following universities and colleges offering courses leading to advanced degrees in areas related to Bilingual Education. The institutions were St. John's University, New York University, CUNY, and Columbia University. In the Fall and Spring sixteen members of the bilingual staff took courses. Examples of the courses taken were: Methods and Materials for Teaching English as a Second Language; Diagnosis of Remediation and Reading Difficulties; Creative Arts in Early Childhood Education; Foundations of Research; Teaching English to Speakers of Other Languages: Theory and Practice; Process of Reading for Children and Youths; Child Development in Cross-Cultural Environment; Spanish-American Modernisms; Supervision in Subject Areas - Bilingual Education; Introduction to Bilingual Education; Application of Linguistics in the Classroom; Contrastive Analysis of Language Teaching, and Introduction to Management Science. In addition to college courses taken by members of the Bilingual Staff, consultants were hired who conducted workshops and training sessions. These workshops were conducted by the project director. Topics covered in these workshops included:

Design development and execution of Cognitive Styles Analysis

Use of different types of tests in Cognitive Style Analysis

Evaluation of Cognitive Style Analysis Implementation

Individual differences among second language students through Cognitive Style Analysis

Role of the resource teacher in the school setting

Building Helping Relationships

Synthesis of Research on Bilingual Education

Personal Competencies and the Resource Teacher Personnel

Personal and Social Development of the Resource Personnel

PARENT ACTIVITIES

The two objectives related to parents were: By the end of the school year at least 60% of the parents attending the workshops given by the resource teachers will have progressed in English language skills beyond that expected without the program, and by the end of the school year at least 60% of the parents will take an active interest in school activities by participating in cultural events, assembly programs, and other classroom and schoolwide activities.

The resource teachers had regularly scheduled ESL classes for parents. They all reported that the expectations of Objective I were clearly met. They reported that there was always good attendance and interest was high. In addition to those classes, the bilingual staff members were valuable in their contacts with parents at school or by telephone to explain all aspects of the program such as curriculum, testing, luncheons, and any problems the parent might encounter with the school. The parents rely also on bilingual staff members for help in filling out forms, health problems, behavior problems, and techniques they can use in helping the children at home.

From responses of resource teachers, it is evident that the expectations of Objective II were met. Willingness to assist in special activities was great in all the eleven schools. Only having to work or having small children at home hindered some few parents from participating. In addition, parents are active on the Title VII Bilingual Advisory Committee and attend the regularly scheduled meetings. At

these meetings, with limited English proficiency parents present, bilingual teachers translated in each of the target languages: Chinese, Greek, Italian and Spanish. At the January meeting each of the bilingual resource teachers gave brief descriptions of his/her program as it was operational at each of the target schools. They reported that the parental involvement component at each of the schools had been extremely well attended to the point that two classes had to be formed at several schools to accommodate participating parents.

On June 20, 1981, the evaluator attended The First Annual Greek Parents Conference. Although it was a rainy day, there were more than four hundred persons who registered. Even though some of these registrants were teachers, administrators, paraprofessionals and college students, most of those present were parents.

The morning general session was capably moderated by one of the Greek Bilingual Resource Teachers. The welcomes were given by the Principal of P.S. 11Q who moved to that position this spring from Supervisor of Bilingual Education, District 30, and the Director of Bilingual/Bicultural Education at St. John's University who is a member of The Board of Education, Community School District 30.

Speakers who followed included: the Superintendent of Schools, District 30, who made a hit with the Greek parents by speaking a few words in Greek; a representative from the host school; the special assistant to the Lieutenant Governor, New York State, who spoke about this being the first conference of many to follow; Dean of the School of Education, St. John's University; Executive Director Hellenic

American Neighborhood Action Committee, and Mayor Koch who spoke generally about the marked improvement shown in the schools. At this morning session the Community Service Award was presented to the announcer from WEVD Greek Radio Program. The keynote speaker was the Chief of the Bureau of Bilingual Education, New York State Education Department. She also spoke a little Greek and stressed how important parent involvement is.

Following the morning session there were concurrent workshops on the following topics: Bilingual Education, Programs and Practices, Curriculum and Materials, Adult and Parental Education Programs, Parental Involvement and Parents' Rights, The New Promotional Policy, Helping Your Child Study at Home, Choosing a High School, College and/or Career and Child Care.

A Greek luncheon was served everyone present. The afternoon session began with remarks from the Director of Bilingual Education, New York City Board of Education. A parent presented the Educational Service Award to the Supervisor of Bilingual Education, District 30, who has recently become an elementary school principal in one of the District 30 schools. Special Recognition Certificates were also presented by one of the Greek teachers.

Following this was the very delightful student performances by children from four of the schools. Songs and dances by Greek children were enthusiastically received by the parents and invited guests.

In the judgment of the evaluator, this was a most successful conference and from the faces of parents a rewarding day for them.

OVERALL EVALUATION

The overall evaluation is based on a combination of factors such as BINL test results, teachers' ratings of students in Social Studies, Science and Mathematics, MAT results in Mathematics, and student participation in classroom and extra-curricular activities. Attainment of specific goals outlined in the proposal related to the objectives is the most important factor, but to this evaluator, the gains in self-confidence, pride in achieving, and a love for school, (learned only by observations and conversations with children, teachers and resource teachers) are also very important.

There can be no doubt about the attainment of Objectives I, II, III, IV and V as related to progress of participating children during the 1980-81 school year. The levels of significance as determined by calculation by t-test of groups of children were shown to be much higher than original goals set in the proposal.

In the opinion of the evaluator, the objective pertaining to techniques used by teachers was more than adequately met. This evaluation was determined through classroom observations and conversations with the teachers and resource teachers concerning teaching methods and teacher-pupil relationships.

From conversations with principals and assistant principals, the Director of Bilingual Education, resource teachers, and bilingual teachers, plus examination of logs kept by resource teachers of parent attendance at bilingual classes and attendance by the evaluator at a parent advisory council meeting, and the First Annual Greek Parents Conference, parent participation continues to be highly effective. In the judgment of the evaluator, the objective pertaining to parents has been clearly met.

In summation, the Title VII Program for District 30 for 1980-81 has been judged as highly successful and has attained excellence in reaching the goals set forth in the proposal.

In the judgment of the evaluator the strong points of the program are:

1/ The outstanding performances of the resource teachers as they completed a very challenging year in a difficult and complex program.

2/ Children build confidence in themselves as they learn the English Language, preparing to enter the regular classes, as well as improve skills in their native language.

3/ The steady growth of program children in the social studies, science, and mathematics areas during the school year plus increased participation in classroom and school-wide extra-curricular activities.

4/ The excellent parent relationships established between home and school make the parents feel comfortable and a part of the school.

5/ The constant effort of every staff member to improve the instructional program through in-service training and the constant search for and development of curriculum materials.

6/ The excellent leadership and inspiration provided by the Supervisor of Bilingual Education and her staff.

RECOMMENDATIONS

Formulating concrete recommendations for a program the evaluator has rated as superior is difficult. With a view toward strengthening an already strong operation and with an optimistic wish that additional funds might become available to continue Title VII, the following recommendations are offered:

1/ Continue the effective training sessions, especially those concerning reading and individualized instruction or any other areas in which staff members express a need for additional training.

2/ Continue the good efforts to produce and search for curriculum materials in the program languages.

3/ Attempt to provide a program where students will progress in their native language proficiency equal to their progress in their English language proficiency.

4/ Continue and build upon the already strong relationships with program parents.

5/ Obviously the evaluator enthusiastically recommends the refunding this Title VII Program.